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ABSTRACT

The introduction to this teaching module states that mounting research evidence supports the linguistic and academic benefits of early instruction through the vernacular, based on the premise that non-English speaking students who learn to read in the vernacular (and accelerate their conceptual development in their mother tongue as they learn English) will not become academically retarded; they will in fact learn English more efficiently and their feeling of "belonging" to the majority culture might be established. The purpose of this module is to enable participants to do the following: (a) identify their feelings about nonstandard dialects and discuss how teacher attitudes affect teaching in the vernacular; (b) define an English as a Second Language (ESL) approach, a transitional bilingual approach, and a balanced bilingual/bicultural approach; and (c) write a vernacular reading lesson including an affective, a cognitive, and a psychomotor objective. Participants complete a preassessment test, choose tasks from a list of instructional alternatives, and conclude the module with a postassessment test. (PB)

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TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT

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MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS

TTP 002.13 TEACHING READING AFFECTIVELY/EFFECTIVELY IN A BILINGUAL PROGRAM

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COLLEGE OF EDUCATION
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RATIONALE

Bilingual education is a multimillion dollar enterprise; Title VII federal grants in 1974 supporting bilingual projects approached 35 million dollars. The investment is being made on the premise that if a non-English speaking student learns to read in the vernacular and accelerates his conceptual development in his mother tongue as he learns English he will not become academically retarded; he will learn English more efficiently and his feeling of "belonging" might be established.

There is mounting research evidence to support the linguistic and academic benefits of early instruction through the vernacular. However logical and well-founded the bilingual approach may be, educators and parents continue to have misgivings. Anyone who is preparing himself to participate and contribute in this effort necessarily must become conversant with the issues, the goals, the methods, the materials. The economic, theoretical and practical aspects of bilingual schooling lie in the cognitive realm and can be learned by anyone wishing to invest the time and effort.

The affective underpinnings of the bilingual effort in this country is the arena which holds the greatest promise. In the final analysis, it is not what the person "says" or "knows" about bilingual schooling that effects

a change, but rather how he feels about it. Educators and parents whose commitment comes from a genuine desire to improve the quality of life for millions of non-English speaking students in this country will in fact participate in developing a pluralistic society.

OBJECTIVES

After completion of the module, the participant will have reached an affective, a cognitive, and a psycho-motor goal. He will be able to:

- -identify his feelings about non-standard dialects and discuss how teacher attitudes affect teaching in the vernacular.
- -define:
  - -an ESL approach
  - -a transitional bilingual approach
  - -a balanced bilingual/bicultural approach
- -write a vernacular reading lesson including an affective, a cognitive, and a psycho-motor objective.

PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of this unit of work, complete the following exercise.

I. When people are taught to make value judgements about dialects, they develop negative feelings about non-standard speech. In a one page essay, discuss in detail your personal reaction to non-standard speech and how you believe it might interfere with acceptance of a student's non-standard usage.

II. Define each of the following approaches by writing a description of the philosophy, methods, and materials congruent with each approach:

   A. ESL approach

   B. Transitional bilingual approach

   C. Balanced bilingual/bicultural approach

III. Write a vernacular reading lesson and label the affective, cognitive, and psycho-motor objectives.

INSTRUCTIONAL ACTIVITIES

I. Affective goals deal with feelings, attitudes, and and values. Affective methodology is not judgemental, manipulative, or punitive but rather aspires to a greater awareness and acceptance of one's language, one's culture, and one's feelings in order to become aware and accept the student's language, culture and feelings.

A. Read pages 59-74 "Organic Reading" in Sylvia Ashton-Warner. Teacher. New York: Simon and Schuster, 1963. Extract at least one quotable quote, discuss it with a primary teacher and make a poster for your classroom using the quote.

B. Select two of the following articles and describe why the dialect issue is attitudinal (affective) and cannot be dealt with intellectually (cognitively).

1. Kjolseth, Rolf. "Bilingual Education Programs in the United States: For Assimilation or Pluralism?" in Bernard Spolsky (ed.) The Language Education of Minority Children. Rowley: Newbury House. 1972. pp. 94-121.

2. Fishman, Joshua A. "Attitudes and Beliefs About Spanish and English Among Puerto Ricans." in Maurice I. Imhoof (ed.) Social and Educational Insights Into Teaching Standard English to Speakers of Other Dialects. Bulletin of the School of Education, Indiana University. March, 1971. pp. 51-72.

3. Labov, William. "The Logic of Non-Standard English." in Frederick Williams (ed.) Language and Poverty. Chicago: Markham, 1970.

4. Shuy, Roger W. "Teacher Training and Urban Language Problems." Ralph W. Fasold and Roger W. Shuy (eds.) Teaching Standard English in the Inner City. Washington: Center for Applied Linguistics. 1970. pp. 120-141.

C. Visit a barrio and/or ghetto school; identify non-standard speech in the classroom, the cafeteria, the playground. Identify corrections, judgements, and interruptions when a student is speaking. Focus your attention on your feelings as you observe the behavior. You may be able to complete this

assignment in a few minutes or it may take several visits until you can "catch" your response and explore it. DO NOT JUDGE WHAT YOU FEEL, discuss it candidly with your module coordinator.

D. Bilingual/bicultural education aspires to improve self-esteem; this realm is totally affective. When you made a poster (assignment A) you were using psycho-motor skills, when you described (B) why the dialect issue could not be dealt with cognitively you were doing a cognitive exercise about an affective subject. When you identified and explored your feelings (C) and attempted not to judge them, you were in the affective realm. Consider the following questions introspectively, discuss them with a trusted friend and then draw a model that shows the relationship of the three domains to one another or to reading in the vernacular.

1. How do the teacher's reactions about the child's dialect affect his "feelings of belonging" in the class?

2. Could it be hypocrisy to teach the child to read standard Spanish while rejecting his dialect of Spanish?

3. Has anything really changed when a student accustomed to be put-down for his "fractured" English enters a bilingual program where he is then put-down for his non-standard Spanish?

4. Will a student who is afraid (affective) of being put-down, benefit that much in the cognitive and psycho-motor areas of reading and writing taught in standard Spanish?

II. Bilingual/bicultural education has been defined and described in models, reviews of the literature, and in actual practice. Understanding the relationship of theoretical models and/or research studies to classroom practice is a highly sophisticated level for anyone, let alone a beginner. In studying and performing the following exercises, the ultimate goal is for the participant to recognize congruency in practice. What the educator believes, says, and does must match in order to be congruent. Unfortunately, there are bilingual classrooms where a schizophrenic model is being implemented. There are myriad examples:

a simple one would be where children receive a year of reading readiness in English followed by introduction to reading in Spanish or where children are taught to read in Spanish but are not allowed to speak in Spanish on the playground or where teachers introduce vernacular reading through a language experience approach and "doctor up" the child's utterance before writing it so it no longer reflects what the child said.

A. Read, study and discuss two of the following typologies:

1. Andersson, Theodore and Mildred Boyer. Bilingual Schooling in the United States. 2 vols. Washington, D.C. GPO, 1970. Vol. I. pp. 69-104.

2. Baratz, Joan C. and Janice C. Reddish. Development of Bilingual/Bicultural Education Models. Final Report OEO Grant #30061. Education Study Center. Washington, D.C. 1973. pp. 1-57.

3. Valencia, Atilano. Bilingual Bicultural Educaction: A Perspective Model in Multicultural America. New Mexico: Southwest Cooperative Educational Laboratory, 1969.

4. Fishman, Joshua A. and John Lovas. "Bilingual Education in a Sociolinguistic Perspective." in Bernard Spolsky (ed.) The Language Education of Minority Children. Rowley: Newbury House Publishers. 1972. pp. 83-93.

5. Mackey, William. A Typology of Bilingual Education. Foreign Language Annals, 3 (1970). pp. 596-608.

B. In ESL programs, reading is introduced in English; in this case the child is changed to match the book. When children learn to read a standardized dialect of their vernacular, again the child is changed to match the book. When teachers begin with a language experience approach in the child's dialect, now what is being changed is not the child, but rather, "the book."

1. Read all of the following then draw a model which distinguishes the "change the child" approach from the "change the print" approach.

a. Colombani, Serafina. "Review of the Literature." Region One Curriculum Kit: A Prospectus. Dallas: Melton Book Company. 1974. pp. 15-18.

b. Colombani, Serafina. "Review of the Literature-Biliteracy." Region One Literacy Lessons: A Prospectus. Dallas: Melton Book Company. 1974. pp. 12-14.

c. Miller, Wilma H. "A Reading Program for Disadvantaged Children." in Wilma H. Miller (ed.) Elementary Reading Today. New York: Holt, Rienhart and Winston, Inc. pp. 292-297.

d. Ramirez, Alfonso R. Bilingual Reading for Speakers of Spanish. mimeo. 1974.

2. View the following films and list ways in which the teachers in the films might improve their sensitivity to boredom, anxiety and fatigue. List any insights you gathered from the films.

a. Krear, Serafina. Starting English Early. An ESL teacher-training film. Academic Communications Facility. Los Angeles: University of California. 1966. (30 min. color).

b. Ramirez, Alfonso R. Teaching Reading in Spanish. A teacher-training film. Edinburg, Texas: Region One.

c. Ramirez, Alfonso R. English in the Kindergarten. A teacher-training film. Edinburg, Texas: Region One.

III. Writing lessons for children without faces is an exercise in futility. Feeling secure about writing vernacular lesson plans cannot be brought about except by writing lesson plans, implementing them, and feeling growth in yourself and the students. The

most positive thing that can happen in observation and peripheral participation in a bilingual reading program, is that you accept that the perfect reading lesson plan has never been written nor has it been taught; furthermore, if you accept that you are learning about vernacular teaching, realize that you will NEVER know it all. Looking through materials, observing teachers, and writing lesson plans can be an overwhelming experience unless you accept that you will make mistakes as you learn. This last phase of your introduction to teaching reading in the vernacular is an attempt at giving you a sweeping overview of the field without giving you closure. To the degree that you can accept that you must make your own mistakes, to that degree will you accept that your students must make their own mistakes. Learning to speak English and learning to read are arduous tasks, where the learner will make hundreds of mistakes and will feel overwhelmed by the lack of closure. As you embark upon this third phase, make an attempt to internalize the relationship between your feelings of insecurity as you try to learn how to teach the non-English speaker and his feelings of insecurity and what he must learn.

A. Observe a teacher in a bilingual program during the reading period. Study the children's reactions; are they bored, anxious or fatigued? If there is lively participation, you can assume

that something is right. If children are not involved, one of the problems might be that the material is too easy, too difficult or dull. Ask the teacher to tell you where there is a collection of publishers' materials for bilingual programs.

B. Review the following materials and contrast them with one another.

1. Miami Linguistic Readers - a reading program in English for pre-literate students. D. C. Heath & Co.

2. Region One Literacy Lessons in Spanish (R.O.L.L.): a reading program in Spanish for pre-literate students. Melton Book Co.

3. Region One Literacy Lessons in English (R.O.L.L.): a transitional reading program in English for for students literate in their mother tongue.

4. Preparandose Para Leer - a reading program in Spanish for pre-literate students. Houghton Mifflin Co.

C. Select one of the publishers materials that has the most appeal for you and attempts to move as closely as possible to the child's own dialect and/or experience. Write a lesson plan with affective, cognitive and psycho-motor objectives (feeling, thinking, doing). Do you have the courage to teach your lesson? How about if we promise not to judge your lesson assuming that that's the best you can do now y mañana hacemos la lucha otra vez!

POST-ASSESSMENT

To assess your mastery of the terminal objective of this unit of work, complete the following exercise.

I. When people are taught to make value judgements about dialects, they develop negative feelings about non-standard speech. In a one page essay, discuss in detail your personal reaction to non-standard speech and how you believe it might interfere with acceptance of a student's non-standard usage.

II. Define each of the following approaches by writing a description of the philosophy, methods, and materials congruent with each approach:

A. ESL approach

B. Transitional bilingual approach

C. Balanced bilingual/bicultural approach

III. Present exercise III. C to module coordinator.